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Education Field Experience EDUC 230

Professor Purvin

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Middle School Lesson Plan

**Audience:** A class of 18 homogenously grouped seventh graders in a History Class attending a combined elementary and middle school in an urban area.

**Subject:** Middle School Social Studies-Grade 7

**Topic:** World History/Global Studies

**Objective:** Students will be able describe the functional differences between the Japanese and European styles of feudalism in paragraph form.

**Standards:** NJCCCS for Social Studies 6.2.8.A.4.b (NJCCCS, 2009)

**Standard:** 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Grade Level**: By the end of Grade 8

**Strand:** A. Civics, Government, and Human Rights

**Content Statement:** 4. Expanding Exchanges and Encounters

**CPI:** Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

**Materials**: notebooks, pencils, textbooks, cards to designate social roles for activity, signs for each side of the classroom, set of example situations

**Prerequisite Skills and Knowledge:** The class will have finished sections on both European and Japanese feudalism. Students will have prior knowledge of writing in paragraph form.

**Anticipatory Set:** Before students enter the classroom have the desks split into two groups. Each has a banner above stating either Japan or Europe. As they enter hand each a card containing a social designation and a group assignment. (Example: European: Lower Nobility)

**Input and Modeling:** The teacher will explain the activity and how the students will complete it. This is done by showing explaining how each student must stay not only within the social role they were randomly assigned but also the form of feudalism they ‘live’ within. As the activity involves each side reacting to a situation, an example situation is provided by the teacher who would then give examples of how members of each side would react.

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**Guided Practice and Checking for Understanding**: The class will then be given other sample situations; with the teacher commenting on their reactions after each example is given. The students will be allowed to use their texts for this activity and encouraged to write down any notes they feel would be helpful for the summary paragraph. As the teacher guides the activity time is taken to correct any misconceptions the students may have regarding the two forms of feudalism.

**Independent Practice and Evaluation:** After successful completion of several example situations, each side will be given several minutes to come up with their own situation, which must be applicable to both sides. This example is then shared with the class for both sides to react to. It time permits they will each be allowed to create an additional situation for the class. The students will then write a short paragraph, four or five sentences in length, summarizing what differences were most evident between the two groups with regards to reacting to the situations. The students may work in pairs or groups of up to four to complete this assignment.

**Closure**: On the way out each student will drop off their paragraph with the teacher and give one thing they did or did not like about the activity and which situation they thought had the best answers. (This will be used both to gauge how much attention they paid the activity and whether it corrected any misinformation the students may have absorbed.)

References

Education, The New Jersey Department of. (2009) *2009 Core curriculum*

*content standards revision project.* Retrieved from social studies standards report

<http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social+Studies>.